

GOVERNMENT EXPENDITURE ON SECONDARY EDUCATION AND SUSTAINBLE DEVELOPMENT OF AKWA IBOM STATE

¹Saviour Sebastian Udo & ²Dr. Enobong Etim Ntoiden

Department of Economics
Akwa Ibom University

Abstract

The paper evaluates the sustainable developmental role of secondary education in Akwa Ibom State. The Paper also examines the state of secondary education in Akwa Ibom State, assesses the contents of secondary education programmes, contributions of secondary education to manpower development, problems of secondary education and ways secondary education could be improved. The paper is based on an analysis of data collected from selected secondary schools in the 3 senatorial districts of the state. Our Findings reveal that despite efforts by government to improve secondary education through its funding, secondary education has not been able to achieve completely its developmental roles. Based on the above findings, government must continue to fund secondary education properly and monitor secondary education and create enabling environment to ensure better performance of secondary education in Akwa Ibom state that will enhance sustainable development.

Keywords: *Government funding, Secondary education, Sustainable development, Development process*

Background to the Study

Education has been seen as a major tool in the development process. Scholars have shown that education contributes positively to the development and transformation of the economy and society especially through its effects on skills, the creation of enterprises, and productivity in general, income and health. Because of this, developing countries in general, including Nigeria have emphasized education in their development programmes. And, in virtually every country, educational programmes are organized and presented in stages or levels, described generally as primary, secondary and tertiary. Primary education forms the basis of the other levels of education. The secondary level builds upon the foundation laid by the primary level, and the tertiary level that the knowledge imparted at each level helps to build up in the learners skills by which they will generate the desired result of education.. It was with these benefits in mind that successive Nigerian governments invested heavily in the educational sector

Objectives of the Study

1. To examine the state of secondary education in Akwa Ibom State
2. To assess the contents of secondary educational programmes in the state.
3. To assess the contributions of secondary schools in Akwa Ibom State to the development of the state.
4. To identify problems that affects the contributions of secondary schools to the development of the State.
5. To explore ways in which the developmental impact of the secondary school could be improved.

Scope and Significance of the Study

The study covers the period 1995 to 2014 with a brief review of randomly selected secondary schools from selected local Government Areas of Akwa Ibom State – Abak (Holy Family College. Queen of Apostles Seminary), Ukanafun (Western Annang Secondary School), Essien Udim (Top Faith International College). These comprised of Local Governments and schools in Ikot Ekpene Senatorial district. From Eket Senatorial districts are, Eket (Okon Secondary School, Ikot Uso Ekong Secondary Commercial School and Mobil Staff School, Oron (Martha Model College). From Uyo senatorial districts are, Uyo (Uyo High school, Bright Future College). Itu (West Itam Secondary School, Jimbo Secondary Commercial School, These secondary schools randomly selected from Ikot Ekpene, Uyo and Eket senatorial districts of Akwa Ibom State respectively, were selected for this study to capture a broad geographical area. This is possible in view of a unified working scheme of secondary schools in Akwa Ibom state. Two public and two private schools were selected from each of the senatorial districts to ensure that all schools are covered since they are all using a unified working scheme.

The basic method adopted here is the combination of analytical, descriptive and inductive method. The analytical method is used in breaking the whole work into sub-headings and classifies the data into sizeable groups for easy reading and understanding. The presentation of the data in tabular form and computation of numerical ratios, reflect the descriptive nature of the study. The study is inductive since conclusion about the study is drawn based on inferences made in the data, in adopting the approach of survey, we were of the view that the problems would be properly addressed. The study examined data from some selected secondary schools in the three senatorial districts in the state. These data are the population of products of all secondary school students in the state which were randomly selected. The selected secondary schools were from the three senatorial districts and the schools were selected from both rural and urban setting of the state. Data required are data on number of secondary schools in the state, their category and where they are located. Data were collected from state ministry of education, especially on the objectives and the overall performance of these schools.

Data used in the analysis were collected from field survey and grouped into tables for analysis. The nature of the study did not allow for the use of statistical tools like regression or correlation analysis. It is on this note we use, simple tabulation and cross tabulation to analyse available data. The paper is presented in five sections. Section one is introduction which includes objectives of the paper, scope and significance of the paper, research design which embodied basic research method, data collection and analysis and organization of the paper. Section two examines the theoretical framework review of related literature. Section three is on secondary education in Nigeria. It covers financing education in Nigeria, secondary education in Akwa Ibom State, financing secondary education in Akwa Ibom State. Section four is on effects of secondary education on sustainable economic development of Akwa Ibom state. While section five presents a summary of the major findings and offers some recommendations for policy and further researches, and also concludes the work

Theoretical Framework

Contemporary discussions on education and economic development have been dominated by the human capital, the modernization, the economic dependence, and the productivity theories.

The Human Capital Theory

This theory lays emphasis on how education will lead to increase in productivity and efficiency of workers by increasing the level of their cognitive skills. Theodore Schultz, Garry Becker and Jacob Mincer are behind this theory and they introduced the belief that increase in stock of human capital is a function of investment in education. They see human capital as stock of economically productive human capabilities, which can be formed by combining innate abilities with investments in human beings.

The Modernization Theory

The focus of this theory is on how an individual's value and behavior are transformed as a result of education. Modern values and attitudes are inculcated in human beings when they are exposed to modern institutions like schools, factories and the mass media. The theory explains that, these normative and attitudinal changes continue through our life cycle, permanently altering and individual's relationship to the social structure. They argued that society is a function of the number exposed to modern institutions. The pace of society's modernization and economic development quickens as there are positive changes in the attitudes of the people. Thus, expansion on the level of education via its effects on individual values and benefits is the major cause for sustained economic growth and development.

The Dependence Theory

The proponents argue that the prevalence of foreign investment capital, the presence of multinational corporations, and concentration on exporting of primary products and the dependence on imported technologies and manufactured goods constrain long term sustainable economic development.

However, certain features of the world polity, such as state fiscal strength, degrees and regime centralization and external political integration may contribute to sustainable economic development in the developing world. It was also pointed out that the educated individual with modern attitudes and values are causes of brain drain with its negative impacts on the trained personnel, entrepreneurs and then on the rate of growth and development. It is obvious that many people have become more cautious and skeptical about the presumed positive economic impact of education.

Secondary Education in Nigeria

The Western type of education which now forms the formal education system in Nigeria dates back to 1842 with the arrival at Badagry of Rev. Thomas Freeman of the Wesley Missionary Society and the establishment of the first Nigerian school there. Other missions like the Church Mission Society, Catholic Mission Church

and the Baptist Church, who in addition to coming to spread their religion also established and managed schools in different locations of the country including Lagos, Abeokuta, Calabar, Bonny, Ogbomoso, Otta and so on. The Mission had absolute control on education between 1842 and 1882 when the first education Ordinance was passed in May 1882, the first attempt to control education by the government was made with the passing of an education ordinance to regulate educational activities in the then Gold Coast colony which covered four West African countries, Gambia, Sierra Leone, Ghana and Nigeria.

The establishment of unity schools (Federal Government Colleges) for girls and boys in addition to Kings College and Queens College in Lagos which had earlier started between 1970 and 1978 further showed the involvement of the central government in educational control. The Federal government involvement in education increased even more with the introduction of the universal free compulsory primary education in September 1976. Most recently, the Akpabio's administration introduced the Universal Basic Education (UBE) programme. This programme means, free compulsory education for all Nigerian children of school going age and it covers Primary, junior secondary, nomadic education and adult literacy.

SUMMARIES OF DECLINING SCHOOLS BY NUMBER OF STUDENTS

TABLE 3.1

Local Government Areas	1994/95	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05
Asik	11	11	11	11	11	11	11	11	11	11	11
Edo	1	1	1	1	1	1	1	1	1	1	1
Etter	1	1	1	1	1	1	1	1	1	1	1
Etter-Udum	4	4	4	4	4	4	4	4	4	4	4
Etter-Udum	9	9	9	9	9	9	9	9	9	9	9
Etter-Udum	8	8	8	8	8	8	8	8	8	8	8
Etter-Udum	11	11	11	11	11	11	11	11	11	11	11
Etter-Udum	1	1	1	1	1	1	1	1	1	1	1
Etter-Udum	1	1	1	1	1	1	1	1	1	1	1
Etter-Udum	10	10	10	10	10	10	10	10	10	10	10
Etter-Udum	9	9	9	9	9	9	9	9	9	9	9
Etter-Udum	13	13	13	13	13	13	13	13	13	13	13
Etter-Udum	6	6	6	6	6	6	6	6	6	6	6
Etter-Udum	10	10	10	10	10	10	10	10	10	10	10
Etter-Udum	7	7	7	7	7	7	7	7	7	7	7
Etter-Udum	8	8	8	8	8	8	8	8	8	8	8
Etter-Udum	3	3	3	3	3	3	3	3	3	3	3
Etter-Udum	15	15	15	15	15	15	15	15	15	15	15
Etter-Udum	6	6	6	6	6	6	6	6	6	6	6
Etter-Udum	7	7	7	7	7	7	7	7	7	7	7
Etter-Udum	18	18	18	18	18	18	18	18	18	18	18
Etter-Udum	6	6	6	6	6	6	6	6	6	6	6
Etter-Udum	8	8	8	8	8	8	8	8	8	8	8
Etter-Udum	9	9	9	9	9	9	9	9	9	9	9
Etter-Udum	9	9	9	9	9	9	9	9	9	9	9
Etter-Udum	4	4	4	4	4	4	4	4	4	4	4
Etter-Udum	14	14	14	14	14	14	14	14	14	14	14
Etter-Udum	2	2	2	2	2	2	2	2	2	2	2
Etter-Udum	5	5	5	5	5	5	5	5	5	5	5
Etter-Udum	9	9	9	9	9	9	9	9	9	9	9
Etter-Udum	5	5	5	5	5	5	5	5	5	5	5
Etter-Udum	25	25	25	25	25	25	25	25	25	25	25
Etter-Udum	217	217	248	248	248	250	252	252	252	252	254

Source : State Secondary Education Board, AKS, 2014

Secondary Education in Akwa Ibom State

Akwa Ibom state is a thirty one (31) local Government Area State, which came into being as a state on 23rd September 1987. Akwa Ibom State occupies a land mass of 7.246km of Nigeria's wealth basin in the Niger Delta region with its population estimated by 1991 census at 2.4 million and 3.8 million by the projected figure of 2003 census (NPC, 2005). The State educational system is made up of public and private schools, Table 3.1 shows the total number of public secondary schools in the state. The choice of public secondary school data only without that of private schools is that, there are no exact available data on private schools as at the time of this study. The data on public secondary schools show s that between 1994 and 1996 a total of 217 public schools were available in the state, this increased to 248 between 1996 and 1999. The trend increased to 250 by 2000 and 252 by 2001. The trend increased to 254 by 2014. This trend shows that there has been an increase in the number of schools. But considering the rate at which unemployment is on the increase in the state , it shows that secondary education, though it has achieved part of its goals, has not completely achieved the objectives like complete eradication of unemployment and complete development of manpower and infrastructure.

Financing Education in Akwa Ibom State

Historically, the financing of education in Akwa Ibom state has been accomplished via: Schools, grant and aid from the various government, levies by cultural union, various forms of voluntary contributions, by parents and guardians, revenue generated from the school engagement in one form of business or the other depending on the location of the school. Funds from alumni associations, aid from private companies like Mobil Producing Nigeria Unlimited, Nigerian National Petroleum Corporation (NNPC) and Niger Delta Development Commission (NDDC), among others. Mbipom, (2000) reported that the three traditional sources of income for education service include public authorities, users of education services, and self - generated income. Financing secondary education in Akwa Ibom State has been solely undertaken by the government and private proprietors. The state government is the sole financier of secondary education in Akwa Ibom State. It pays salaries of teachers, builds school blocks, renovate dilapidated structures, pays bursary to students of Akwa Ibom indigenes, and also paid N531.21 million between 1999 - 2013 as examination fees for the students..

State of Secondary Education in Akwa Ibom State

Since this study concerns secondary education and sustainable economic development in Akwa Ibom State, it is important that we look at the state of secondary education in terms of government efforts in providing good environment for education and financing.

Table 3.2: Government Projects on Education in Akwa Ibom State.

S/N	Projects	Local Government	Location	status	Comment
1	Construction / renovation of Blocks	Abak	1 Atai otoro Second Sch. 2 Afaha Obong Second. Sch.	Uncompleted/ Ongoing	
2	Construction/Renovation of secondary school blocks	Eket	Okon Sec. Sch. 2. Ikot Uso Ekong Sec. sch	Completed	Completed by Mobil and not State Government
3	Construction of replacement school	Ikono	1 Nnung Ukim 2 Ibiaku Ntok Okpo	Uncompleted	
4	Construction/renovation of school Blocks	Ikot Ekpene	1 Holy child Sec. sch. 2 State College Urban	ongoing	
5	Construction of mode, secondary school / Renovation of school	Oruk Anam	1 Ekparakwa 2 Ibesit Okporo	Uncompleted	
6	Construction of model secondary school/Renovation of school	Mkpat Enin	Nya Odiong Sec. sch 2 Minya Sec. Sch	Uncompleted	
7	Construction of model secondary school/Renovation of school	Ibeno	1 Atabrikang 2	Uncompleted	
8	Construction of Replacement school/Renovation	Ibesikpo Asutan	Okop Ndua Erong 2 Nnung Udoe	Uncompleted / Ongoing	
9	Construction / Renovation of school blocks	Okobo	No Location	Nil	Un existing project put down in book but no location mentioned.
10	Construction /Renovation of school blocks	Oron	Equita oro 2. Eyo Abasi Sec. sch	Uncompleted	
11	Construction of model secondary school / renovation	uruan	1 Ibiaku Uruan 2. Mbiaya Uruan	Uncompleted	
12	Construction of replacement school / Renovation	Uyo	Aka Offot 2 west itam	Uncompleted	

Source: Ministry of Rural Development, AKS 2014

The source of Table 3.2 is from the state Ministry of Rural Development. The status and the comment columns were not included. These columns are provided as the result of findings during field work by us (researchers). Though government has actually expended on these projects, the specific time of completion was not adhered to. This means that as at the time of inspection by the researchers the projects were not completed.

Table 3.4
Summary of the Questionnaires by Respondents

S/N	ITEMS	PUBLIC	SELF EMPLOYED
1.	Fathers' occupation	750	250
2.	Mothers' Occupation	400	600

3	DATE OF GRADUATION	MECHANIC	SALOONIST	CARPENTER	ELECTRICIAN
	1994 and below	20	20	30	-
	1995-2005	180	130	190	180
	2006-2015	50	100	30	70
4.	When Starting				
	1994 and below	20	10	20	-
	1995-2005	180	120	190	200
	2006-2015	50	120	40	50
5.	Marital status				
	Married	230	200	210	190
	Not married				
	Married	230	200	210	190
	Not Married	20	50	40	60
6a	Number of Children	920	860	900	720
6b	Occupation of Children				
	Students	800	610	650	500
	Apprentice	90	200	170	190
	Others	30	50	80	30
7	Income Per month				
	N19,000 and below	50	150	20	60
	N20,000-N29,000	40	60	30	240
	N30,000-N39,000	100	40	180	50
	N40,000 and above	60	-	20	-
8	Accommodation				
	Rented	100	150	60	140
	Family House	30	80	40	60
	Personal House	120	20	150	50
9	Awarded Scholarship?				
	Yes	60	-	20	40
	No	190	250	230	210

10.	Help in Community Development				
	Yes	230	210	250	250
	No	20	40	-	-
11	Sponsor others				
	Yes	180	150	200	210
	No	70	100	50	40
12.	Level of Education				
	Ph.D	-	-	-	-
	NSc.	-	-	-	-
	B.Sc/HND	30	-	-	-
	NCE/OND	20	40	40	50
	SSCE	160	190	190	170
	First School	40	20	20	30

Source: Field Survey, 2015

Table 3.4 shows the summary of the responses by respondents through questionnaires administered on them. Their responses show how they have contributed to sustainable development of Akwa Ibom State. A look at Table 3.4 shows that the children of these people are either in school or learning a trade. 190 of their children are either self employed or civil servants; 650 are apprentices, and 2560 are students. These students have good future prospects. Items 7, 8 and 10 show the rate of capital formation by these classes of people. 340 of them live in their personal houses from income they generated in item 7; 450 rented houses and only 210 stay in family houses. The table also reveals that 940 of them actually contributed to their community's development while only 60 failed in that area. 740 of them help in sponsoring others who are not their children to school or to learn a trade. These people they sponsored will, in the next 6 years, affect the economy of Akwa Ibom State positively. Above all, the essence of this paper is to evaluate sustainable developmental role of secondary education in Akwa Ibom State. Table 3.4 reveals that of these people 710 of them have SSCE, 150 have NCE/OND, 110 have FSLC and only 30 have B.Sc. Ndebbio and Ekpo (1991) had argued that statistics on employment in Nigeria are poor and suggested the efficacy of field work or survey. This was the reason we administered 1000 questionnaires to these people. In their responses as indicated on Table 3.4, they have contributed to sustainable development of Akwa Ibom State.

Major Findings

From the empirical analysis, we observed so many things which have not allow our secondary education to perform its sustainable developmental roles as they should despite government funding and these includes;

1. Over enrolment of students in public secondary schools. This is well over and above the average carrying capacity of the teacher / students ratio of 1:25. Some secondary schools in our state enrolled students to push the teacher /student ratio to as high as 1:100.
2. Gender inequality is also another problem facing secondary education in the state. Total number of male enrolment out grow that of the female thereby making women education in the state inappropriate.
3. There is shortage of graduate science teachers in the country and Akwa Ibom State in Particular. Basically this is as a result of few science graduates turned out in Akwa Ibom both at the secondary and tertiary level
4. Inadequate funding of secondary schools is another factor hampering the growth of secondary education in the state. The government and private individuals who are proprietors of schools are not financing the schools properly (as they should) because in the case of private proprietors, profit motive is of paramount importance. In the case of public schools, the money made available by government is diverted by the top officials and policy makers for their selfish interest.
5. Poor remuneration to teachers and heads of schools. The teachers and heads of schools at secondary level are poorly motivated compared to their counterparts at the tertiary level and even the political office holders.

Conclusion

Government expenditure and sponsorship of primary and secondary education in the past eight years have benefited the people of Akwa Ibom State immensely. Some of the grandaunts of the system have furthered their education; some have learned one trade or the other and have become self-employed, while some others have been employed by some private and public establishments. By so doing, these grandaunts have contributed significantly to the sustainable development of Akwa Ibom State.

Recommendations

Based on our findings, we deem it fit to proffer some recommendations for policy implications and for further research aimed at improving the performance of secondary education in Nigeria in general and Akwa Ibom State in particular.

Recommendations for Policy

- I. There is inadequacy of skilled and experienced manpower which retard the economic and social development of Nigeria in general and Akwa Ibom State in particular. The educational planning of this country have come to be linked in varying degrees with economic and manpower needs of the economy. Sound planning for a rapidly expanding industry like education requires the production of the right amount and kind of manpower needed--teaching and non teaching staff. Therefore, emphases should be laid by the government on providing adequate and qualified teaching and non-teaching staff at this level of education.
- ii. The Fourth National Development Plan (1980-1985) recognized the need for teacher education but gave the responsibility of teacher supply and demand to state governments only. Comparing the number of teachers to the total number of students show that, teacher/student ratio is poor. This means that greater number of teaching and non-teaching staff is needed for effective implementation of a better education system.
- iii. Educationists and researchers have agreed that an enrolment in our schools has increased massively in spite of prejudices against western education in some quarters arising from culture and religion. Therefore administrators and planners of education should make sure they source for reliable statistics to enable adequate funding arrangement that will enhance proper staffing of the education sector.
- iv. Nigeria's Third National Development Plan (1975-1979) introduced the idea of government takeover of schools since the products of those schools found it difficult to qualify for admission to higher institutions because of variation in curriculum. While it is apparent that government takeover of secondary schools have more merits than when controlled by many proprietors, it however appears that serious consideration was not given to the effect the policy was to have on the quality of education and the flow of funds from the previous proprietors of these school. Attempts to analyse the quality of graduates in secondary schools before the takeover of schools by government show, the quality is lower now than then. Therefore, the government should, however, revisit the theory issue of the return of schools to their former proprietors, especially where there is sufficient evidence that funding will not be a problem.
- v. Greater emphasis is now given by educational administrators and governments to science education than the humanities; this leads to gradual

reduction in the number of humanitarians. Government and school administrators should put in place machinery in motion that would ensure equal emphasis in all the disciplines.

- vi. The State ministry of education and the state secondary education board should check further dilution of secondary schools by ensuring that private and public schools conform to the standards. They should ensure that our secondary schools continuously strive to meet the best global standard education system that will in turn guarantee the end result of producing graduates who would compete effectively in the global community.
- vii. Above all, we suggest that the government should concentrate on the basic and second levels of education (nursery, primary and secondary) than tertiary education. This basis lays a good foundation to the tertiary level.

Recommendations for Further Studies

Because of the problems encountered in the process of collecting data which was as a result of poor process of collecting data which was as a result of poor record keeping by different authorities: Ministry of Education, State Secondary Education Board, Ministry of Rural Development, West African Examination Council and institutions of higher learning in Akwa Ibom State. We recommend that further studies be carried out in the areas where much emphasis will be on primary sources of information than secondary sources. This will lead to improved understanding of proper performance of secondary schooling in Nigeria in general and Akwa Ibom State in particular.

Because of these facts, we have suggested some policy recommendations and above all, ask the government to concentrate more on the basic education than tertiary level since this effort will solidify the foundation of the tertiary level. We believe that if these recommendations are adhered to, the performance of secondary education in Nigeria in general and Akwa Ibom State in particular will be improved and this will improve the rate of development in the State. Whatever issues we raised in the course of our investigation are however not conclusive and therefore we recommend that there are still rooms for further research work.

References

- Adesua, A. (1981). "Educational Finance in Nigeria." University of Ife Press, Nigeria.
- Adeyemo O. (1979). "Education: Where Are We? Ibadan: University of Ibadan Press Nigerian.
- Ajekibge J.M. (2005). "The Nigerian Graduate Yesterday and Today, Champion Newspaper .March 1st .
- Akwa Ibom State (2014). "The Akwa Ibom State project: Five years into Fulfillment (2009-2014)." Uyo: Deosa Printer. Nigeria.
- Bassey, S.U (2005). "Universal Basic Education: Its Funding." Lagos. CBN (2014). Statistical Bulletins (Various issues). Lagos: CBN Printers.
- Cross River State Government (1984). "Workshop Report on Reappraisal of Education Policies on the Implementation of the JSS Scheme." Calabar: Ministry of Education Federal Republic of Nigeria (1985). National Policy on Education. Lagos: Federal Government Printers.
- Igwe, S. O. (1990). "Professional Hand Book for Teachers." Owerri: NUT and New Africa.
- Mbipom, G. (2000). "Educational Administration and Planning." Calabar: University of Calabar Press.
- Ministry of Education (2014). "Schools Annual Reports, Uyo: Government Printers.
- National Population Commission (NPC) (2005). The 2003 Population Census. Abuja: Federal Government Printers.
- Ndebbio, J.E.U. and Ekpo, A.H. (eds.)(1991). The Nigerian Economy at Crossroads: Policies and their Effectiveness. Calabar: University of Calabar Press, Nigeria.
- State Secondary Education Board Annual Reports (2014). Uyo: Government Printers.